

Teaching Children Who Have Hearing Loss

Strategies for Success in School
and Remotely

Topics for Today

- Who is the TOD?
- Your student
 - Personal Equipment
 - Concerns for the year (remote/hybrid/in-person)
- Hearing Loss at a Glance
- Remote/In-Person Challenges
- Remote/In-Person Accommodations
- HAT System
- PPE/Sanitation of Device
- Questions

Who is the TOD?

- Student receives an hour of consult time and 30 minutes of direct 1:1 services from a TOD each week
- How can I help you?
 - Co-teach
 - Co-treat
 - Specific examples
 - Support with Captioning
 - Adapting materials (making things accessible)

All About Student

- Student loves socializing with her peers, sharing stories with them, as well as her teachers
- Student has a severe sensorineural hearing loss in the right ear and a profound sensorineural hearing loss in her left ear.
- Student currently wears a Phonak Naida Link up behind the ear hearing aid on her right ear and an advanced bionics Naida processor on her left ear during all waking hours
- Student will be using a brand new roger touchscreen HAT system



- **Student** is a FANSTASTIC user of her equipment!!
- She is independent with setting up her equipment in the morning so she is connected to the transmitter
- **Student** requires teacher prompting to use the pass around mic (sometimes believes it isn't necessary)
- Last year **Student** did not use her system during remote learning, but this is something I will be discussing with her again this year

Hearing loss is...



Always a loss of loudness

Hello!



Usually a loss of clarity

Hello!



A loss of parts of information

=IDEIPLCY

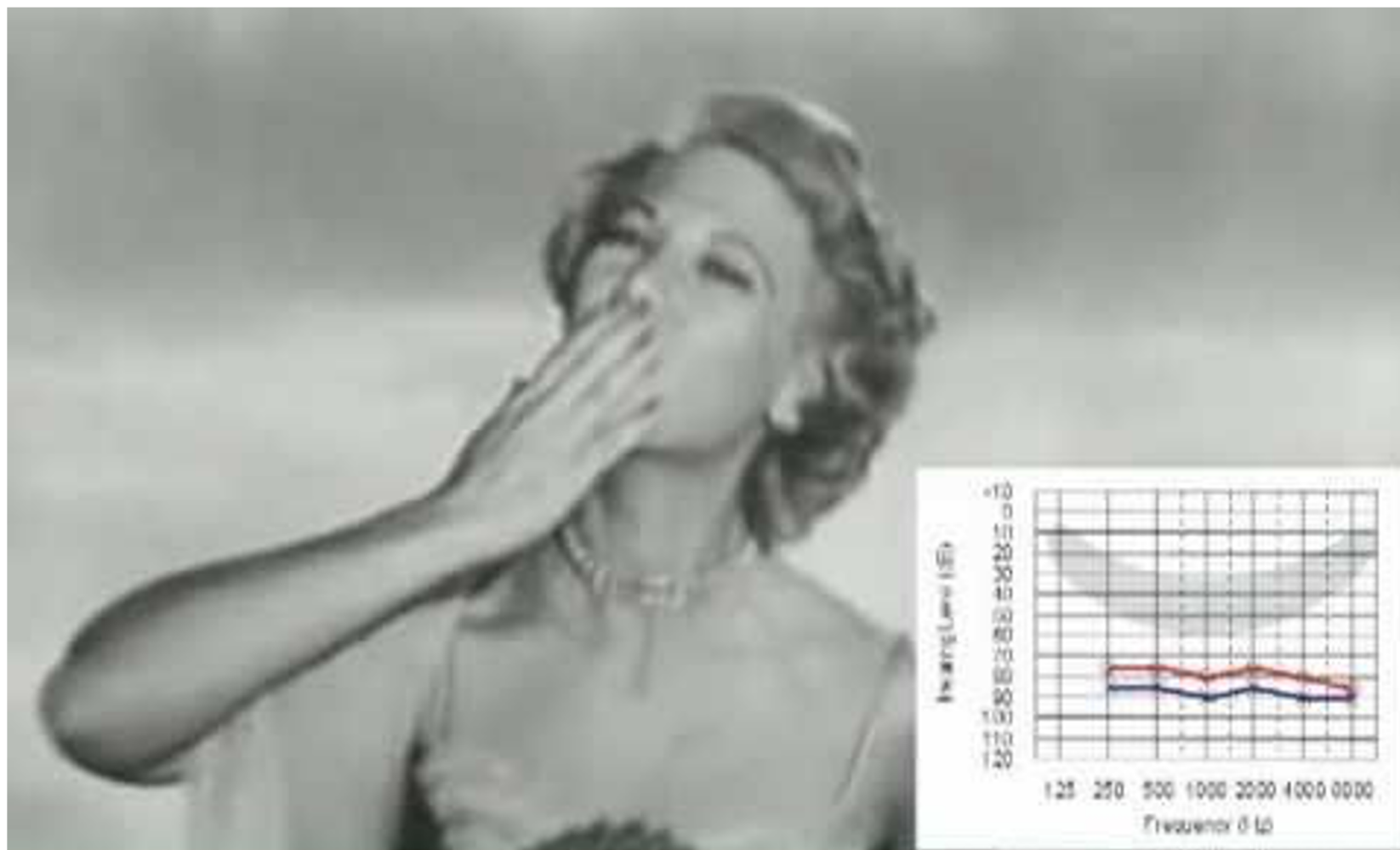
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Hearing Loss Simulation



Join us at our YouTube channel to learn more about Hearing Loss and Solutions!

Karen Anderson Video

- <https://www.loom.com/share/a078e28487a34cc694ac725b2993b07b>

Remote Challenges

- How student performs in the spring vs. expectations for the fall
- Reading comprehension- reading levels
- ANY kind of background noise
 - Peers talking, fans, blowers, HVAC, open windows, hallway door open, noise from your home!
- Lighting
- Delayed captioning
- Tech issues (sound quality, delayed internet)
- Multiple people speaking at a time
- Listening/screen fatigue
- Advocacy
- Localization

Remote Solutions

- Pre-teach advocacy
 - use chat function
 - visual advocacy (red card/green card)
- Have students put questions/comments in the chat
- Set expectations at the start of class

Remote Solutions

- Turn on closed captions for all video and your online platform (may need to tell students how to enable this on their computer)
- Repeat back all questions and comments from students
- Include visual and written information /directions
- Check frequently for comprehension-send private chats to student. Avoid yes/no questions or thumbs up if you heard me as this truly doesn't show they heard or understood what you said
- Review and summarize information periodically through class
- Preview/Review of lesson-record class for student to review, send mater
- Daily agenda
- Leave time between student questions/responses for processing time

Remote Solutions

- Set clear expectations for all students participating in your online class
- all participants must mute (check setting as you as the teacher can control this)
- all videos must be turned on so that students with hearing loss have access to speech reading
- To limit noise raise your hand to be called on or use chat box to ask questions
- Limit visual distractions-stay in one place and find a quiet location in house
- Use comment section to ask questions

In-Person Challenges

- ANY kind of background noise
 - Peers talking, fans, blowers, HVAC, open windows, hallway door open, noise from adjoining or overhead classrooms
- Multiple people speaking at a time
- Social challenges
- Localization
- Emergency plans/COVID-19 Policies
- Loud speaker announcements
- Equipment

Physical **distance** from the speaker (Including students, teachers and paraprofessionals)

Face coverings- lack of visual access

- Even with a clear mask the sound can be muffled and glare can obscure face

In-Person Solutions

- Repeat and rephrase other student's questions and comments
- Face the student so they can speech read
- Gain their attention before speaking
- Check in with more than “yes” and “no” answers
- One speaker at a time
- Closed captioning on all videos and post important information
- Preferential seating- close to teacher and away from fan, blower, door, etc.

In-Person Solutions

- Limit background noise
- Listening breaks
- Provide visuals as much as possible
- Break directions and information into manageable steps
- Review all emergency plans/COVID-19 policies with the student (this is also something that can be done 1-on-1 with the TOD)
- Have a “go to” person in the building

ACCOMMODATIONS FOR STUDENTS WITH HEARING LOSS

2020–2021 SCHOOL YEAR

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- MUTING
- CAMERAS ON
- UTILIZE PRIVATE CHAT
- TROUBLESHOOTING
- TECH TIPS PREVIEWED
- SET EXPECTATIONS

BOTH

- THE GOAL: ACCESS
- LIMIT ALL BACKGROUND NOISE
- NOTES
- CAPTIONING
- AGENDAS
- PRE AND POST TEACHING
- LOCALIZATION
- REPEAT, REPEAT, REPEAT!



- (CLEAR) FACEMASKS
- APPROPRIATE SEATING
- EQUIPMENT SANITIZATION
- ACOUSTIC CONSIDERATIONS
- LISTENING BREAKS
- LISTENING CHALLENGES

Distance Learning with a student with hearing loss

*Some tips compiled to
make it easier for students
with hearing loss to learn
virtually.*

Use a microphone or headset

if available, this can make
it easier for the student
to hear you clearly.



Use Closed Captioning on all Visual Media

Students should know to
turn on closed captioning
on videos that they would
watch during their
independent learning time.



Light should be facing you, not behind you.

Posterior lighting darkens
the face and makes it more
difficult to get visual cues.



Reduce background noise.

Please turn off any
background noise in
your space (ex. Fan, TV,
dishwasher).



Mute all students.

This makes it
clear to follow
who is speaking.



Determine a procedure for asking questions.

For example, typing Q in the
chat box to indicate the child
has a question.



Check for understanding in open-ended questions.

Avoid yes/no questions.



State the name of the student being called on, and repeat what was said.

Repeat what the student shared in case it was
not audible for the child with a hearing loss.



HAT System



Roger touchscreen



How to wear the roger Microphone



How **not** to wear the roger Microphone



Low



Backwards

HOW NOT TO WEAR THE roger MICROPHONE

Continued..



Too high



Microphones being covered



Under clothes

HAT Receivers



Sanitation of HAT

Choice of disinfectant

- A surface disinfectant which is effective to kill enveloped viruses (such as the new corona virus) should be used. Do not use a disinfectant with skin emollients which are often found in hand sanitizers.
- Bleach (e.g. containing chlorine or peroxides) and disinfectants containing ethanol must generally not be used as it may damage materials.
- Following disinfectants are generally recommended:
- Water-based disinfectant solutions (preferred)
- Alternatively, a solution with 70% isopropanol

Should be sanitized in between teacher and student use

Change lanyards between teachers

Important rules for the cleaning step:

- Disinfectant must be used according to supplier specification such as contact time, dry rub after applying disinfectant, drying time and other as applicable
- Wipe the device off with a disposable towel soaked with disinfectant
- Discard towels in waste bin with lid or in an additional self-containing plastic bag
- Never directly spray disinfectant directly onto device, never immerse device in disinfectant
- Make sure openings, in particular microphone openings, are never in contact with liquid as this may damage electronic components
- While wiping the device with disinfectant, do not press any buttons and as long as the device is still wet

How to contact me...

Leia Giovanella

lgiovanella@clarkeschools.org